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ABSTRACT

A number of activities for teaching foreign language in the elementary school (FLES) are presented. The activities were developed by participants in a FLES teacher training workshop, Project INTERACT, in the Boston area. The first section contains games, thematic units, and other activities specifically related to French language instruction, including cultural activities for immersion students, childhood folklore, beginner games, a fantasy vacation in France, a rapping exercise in French, a unit on the house, and preparations for a trip to Canada. The second section contains activities of similar types for Spanish, including a unit on food, activities for learning the parts of the body, a flag game, a kinship game, an exercise about going to the beach, a short play, and a Latin America geography unit. The final section presents activities for teaching any language, including a unit on the parts of the body, a metric system unit, and a number of classroom games. (MSE)

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FLES

GAMES AND ACTIVITIES

Project INTERACT
Boston University
1990

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INTRODUCTION

The following activities were developed by the participants in Project INTERACT, a training program for elementary school foreign language teachers funded by the United States Department of Education. The participants were teachers of French, Spanish and Italian in middle and junior high schools in the Boston area. Training was provided by the School of Education, Boston University, with Dr. Suzanne Irujo as Project Director.

This handbook includes games, thematic units, and other activities. They are grouped according to the language for which they were developed, but most can be adapted for any foreign language.

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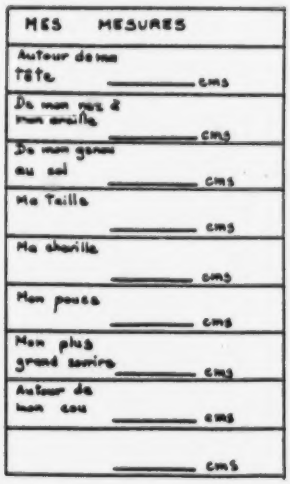
CULTURAL ACTIVITIES FOR FIRST GRADE FRENCH IMMERSION STUDENTS

Topics	Items	Activities
Geography:	Postcards cut in half.	Find the two corresponding pieces.
	Brochures with pictures of private castles.	Choose your favorite. Compare your choice with your classmates.
	Map of France.	Identify locations of castles or postcards.
History:	Brochures advertising bicentennial of the French Revolution. Oak tag. Safety pins. Instructions. Model of pin.	Create a pin.
Bank:	French coins, both sides reproduced on oak tag.	Create your own set of French coins.
	French bills, both sides reproduced.	Use for food/clothing activities.
	Copies of French checks.	Client/banker role-playing activities.
	Paper purse. Patterns of paper purse.	Make your own purse.
	Cards with reproductions of coins and real coins.	Match coin and reproduction.

Clothing:	French clothing catalogs. Oak tag suitcase. French store bag. Clothing advertisements. Instructions (dialogues, scripts, etc.) French money from "Bank" package. Purse from "Bank" package.	Client/shopkeeper role-playing activities.
Food:	Food items classified in five bags: milk products, meat and fish, fruit, vegetables and others. Advertisements, menus. Gastronomical map of France. Instructions (dialogues, scripts, etc.) French money from "Bank" kit. Purse from "Bank" kit.	Client/shopkeeper role-playing activities.
Metrics:	Measuring tapes in centimeters. Patterns of measuring tapes. Sheets to record different measurements (my biggest smile, the length of my thumb, etc.)	Measure various parts of the body.
Art:	Reproductions of paintings by Edouard Manet. Pieces cut from each reproduction.	Find where each missing piece belongs.


MES MESURES
Autour de ma tête _____ cms
De mon nez à mon oreille _____ cms
De mon genou au sol _____ cms
Ma Taille _____ cms
Ma cheville _____ cms
Mon pouce _____ cms
Mon plus grand sourire _____ cms
Autour de mon cou _____ cms
_____ cms

Agnès Morgan, Milton

CHILDHOOD FOLKLORE

Chat

"Le chat" captures "les souris" by touching them. There are many variants to the game:

- When a mouse has been captured, she turns into a cat and the original cat becomes a mouse.
- The first captured mouse stands at a designated spot, generally a tree, and each following captive lines up holding hands. They can be rescued by free mice if one of them touches the free hand of the last captive. Then either the whole chain of captives is freed, or just the mouse whose hand has been touched.
- There is often an area where the mice are safe from the cat. It is referred to as "la maison".
- In other variants, immunity from the touch can be obtained by various means: contact with a particular substance or quality, being above ground (chat perché), being at a particular spot, through posture, linking hands with a given number of players, etc. The mice are free to run around until the cat gives a specific requirement, such as "chat perché," which means that you have to "perch" yourself, otherwise the cat can capture you. Requirements can vary from game to game or within the same game. Examples which reinforce specific vocabulary include:

- touch a color
- touch a part of your body
- touch an article of clothing
- touch a substance such as wood, iron or plastic
- make a specific motion such as hopping
- imitate an animal

Chat c'est toi l'chat C'est toi l'chat C'est toi l'chat Hé chat perché Chat perché Chat perché
Si c'est toi le chat, c'est moi le rat, ha! Si c'est toi le rat, c'est moi le chat Ha ha, ha
ha, voi-là, comm' ça Chat chat mous-le-chat. ça Chat chat mous-le-chat Mous-le arrête or-
-rê-te-ra Mous-le pleu-re si chat Mous-le mous-le mous-le rat Mous-le mous-le mous-le chat...

Où sont les cerfs?

At opposite ends of a designated area are "les cerfs" and "le chasseur". The deer and the hunter engage in a somewhat nonsensical dialogue. The hunter initiates the chase by answering yes to the final question, which is "Must they be killed?" The deer must then move to the opposite end of the area without being touched. The captured deer become hunters. The game continues until there is only one deer left.

Cerfs: Où sont les cerfs?
Chasseur: Dans la forêt.
Cerfs: Qu'est-ce qu'ils y font?
Chasseur: Ils y travaillent.
Cerfs: A quel métier?
Chasseur: Au charpentier.
Cerfs: Faut-il les tuer?
Chasseur: Oui!

Quatre coins

There are five players and four bases arranged in a square. "It" stands in the middle and signals to the players standing in each corner when they are free to move and exchange corners. "It" tries to run to an empty spot before another player does. Whoever is left without a place to stand is the next "it."

Chandelle

"It" stands in the middle of a circle created by the other players, holding a handkerchief. "It" then circles the outside of the ring and drops the handkerchief behind any player "it" chooses. The second player must pick up the handkerchief and give chase. If the dropper is overtaken, she must be the dropper again. Otherwise she runs to the space vacated by her pursuer, who then becomes the dropper.

In a variant of ths game, when the child behind whom the handkerchief was dropped does not react after the dropper has passed her a second time, she must sit in the center and the dropper keeps her role one more time. When someone is placed in the center, the other players scream, "Chandelle!" The child in the center has the advantage of seeing where the handkerchief falls before anyone else. She can then steal it, get out of the center and pursue the dropper.

Mère, veux-tu?

The leader stands at a good distance from any number of players. Each player asks her, "Mère, veux-tu?" to which she replies "oui" or "non." If the response is positive, the player then asks, "Combien de pas?" The leader describes the number and the kind of steps that the player is allowed to take. Following are some examples of steps, but the leader can always create new kinds of steps:

"Pas de fourmi" are tiny steps.
"Pas de géant" are giant steps.
"Soleil" are made by swinging your body in a circular motion starting on one foot, turning around and ending on the other foot.
"Pas de grenouille" are leaps such as frog leaps.

Sometimes a player is told to start all over again: "Retourne a la maison" or "Retourne à la niche". The first player to reach the leader becomes the new leader.

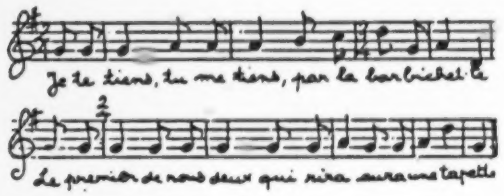
1-2-3 Soleil!

The leader stands a distance from the rest of the players, turns his back, counts, "1, 2, 3," and turns around saying "Soleil!" Meanwhile the players have tried to move forward as much as possible, for they have to freeze before the leader sees them moving. If they are caught moving they must go back to the beginning. Whoever touches the leader first becomes the new leader.

Pauvre petit chat malade

"It" goes to a player of her choice and starts petting him while repeating "pauvre petit chat malade!" If the player smiles he takes her role, otherwise "it" goes on to another player.

La barbichette



"Barbichette" means "little beard." It is played by only two players. They hold each other's chins and the first one to laugh gets a little tap on the cheek.

Il court le furet

Il court, il court le fu-ret, Le fu-
ret du bois mes dam's Il court, il court le fu-
ret, Le fu-ret du bois jo-li. Il a
passé par i-ci; le fu-ret des bois mes-
dam's Il a passé par i-ci; le fu-
ret du bois jo-li. Il court, il

The children are sitting in a circle. They hold a string tied with a big knot. As they sing the knot passes from hand to hand. Whoever has the knot when the song ends loses and must pass one turn sitting in the center.

There is a variant in which the players pass one object behind their backs while singing. The player who is sitting in the middle claps his hands to end the movement. He then has to guess who is holding the object. Roles are then exchanged if he has found the holder within three guesses.

Marié ou pas

A boy and a girl have to prove to a judge that they are married to each other. Before being questioned individually by the judge, they decide on a particular way of life, the number of children, their professions, residence, etc. The judge asks ten identical questions of both players, who cannot hear the answers that their partner has given. If they fail to agree or cannot give a reasonable explanation as to why they have dissimilar answers, they have lost. When played with an entire class, the whole class can be the judge; the couple should have ample time to prepare.

Trois petits chats

This is a nonsensical chant that is accompanied by hand clapping. Each verse is repeated three times. Facing a partner, each person alternately claps their own hands, then the ones facing, their own hands again, and finally the ones diagonally opposite.

Trois petits chats
Chapeau de paille
Paillasson
Somnambule
Bullotin
Tintamarre
Marabout
Bout de ficelle
Selle de cheval
Cheval de course
Course à pied
Pied à terre
Terre de feu
Feufollet
Lait de vache
Vache de ferme
Ferme ta boîte
Boîte à sucre
Sucre de canne
Canton
Tonton Jules
Jules César
Z'haricots
Cocotier
Tierce à trois
Trois petits chats

Counting-out rhymes

In any children's games, one player must be declared "it." The chanter-pointer points to a different player for each syllable recited (alterations in rhythm or by extending the length of the rhyme are not uncommon in order to favor one player over another).

Am stram gram
pique et pique et colégram
bourre et bourre
et ratatam
am stram gram
pique dame

Souci
persil
mon père m'a dit
que ce serait celui-ci.
Mais comme le roi ne le veut pas
tu n'y seras pas.

Une pomme verte,
une pomme rouge,
une pomme d'or,
c'est toi qui es dehors.

Pomme de reinette et pomme d'api
Tapis, tapis rouge.
Pomme de reinette et pomme d'api
Tapis, tapis gris.

Agnès Morgan, Milton

BEGINNER GAMES

Vocabulary Pictures

Materials: Four or five large poster boards with magazine pictures of the words that are being learned. Each picture board should be different but some of the same words should appear on each poster. The trick here is to have enough words that are repeated but also different words to make the game challenging (the example is for introducing verbs). Students may make the posters themselves once the vocabulary has been introduced.

Procedure: Divide the class into three or four groups. Hold up one of the posters for about twenty seconds. Explain to the students that they can only look at the pictures, they can't write anything down. After twenty or thirty seconds remove the picture and have each group make a word list from memory. The group with the most words wins. The game can be repeated until all the posters have been shown.

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The Clock Board

Materials: Lots of paper plate clocks with moveable hands, which students make themselves. Hang the clocks on the bulletin board with the name of a foreign city over each clock, so that the board resembles an airport or telegraph office.

Procedure: Going from clock to clock, ask individual students what time it is in each city. Because the hands on each clock are moveable you can have lots of different times on the board. Keep a point list for each class and every time a student gives the correct time he or she gets a point. It is also fun to write the time differences on the board and have the students figure out what time it is in different places. By dividing a class into two teams, you can send one member of each team to the board to figure out the time and then mark it on the clock. Alternatively, the teacher can mark one time on the clock board and ask for the time in another city; the first student who writes the correct time on a card gets a point for the team.

Treasure Hunt

Materials: Lots and lots of classroom objects (rulers, pencils, books, papers, erasers).

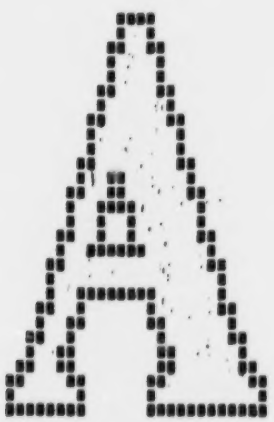
Procedure: Explain to them that you are going to place various classroom objects around the room and that they will have one minute to locate those objects which they know the French names for. Tell students to put their heads down on their desks, and place lots of classroom objects all over the room. They don't have to be hidden, but there should be enough objects around the room so that each student will be able to have two or three things. Have them raise their heads and give them a minute to find the objects. After the minute is up, have them sit down and show the class what they've found using the French word.

Celebrities

Materials: 12-15 pictures of famous people mounted on cardboard. Make sure that the kids can identify the celebrities you choose. People magazine, Teen Beat and Sixteen have great pictures of teen idols. Let the kids bring in their own pictures too.

Procedure: Before you play this game show all the pictures to the students. Ask them in the target language who each person is. You also can describe them if the students are working on adjectives. Pick a volunteer to go into the closet or the hall with a picture of a famous person. Tell the student to hide the picture. When the student comes back, the other students chant together "Comment vous appelez vous?" The "celebrity" then points to a student who must guess his or her identity. The class has four turns to guess; the student who guesses the correct name gets to be the next celebrity. If nobody guesses, then the celebrity gets to pick another student.

A variation of this activity would be to give each student a picture and then get the whole class up and talking. Students can walk around the room asking each other their names and how they're feeling. To keep it interesting they must switch cards everytime the teacher claps or blows a whistle. This is a great way to practice greetings. Remember that Pee Wee Herman will not say the same thing as the Joker from "Batman".



Alphabet Huddle

Materials: Big alphabet flash cards, with a separate card for each letter.

Procedure: Divide the class into three teams. Explain that each group must come up with a list of words beginning with the letter on the card which they will be shown. The group with the most words wins the game. This game got its name because each group tends to "huddle" so that the other group won't hear their words.

La Citrouille (The Pumpkin)

Materials: Alphabet flash cards.
A pumpkin (or any doll or stuffed animal).

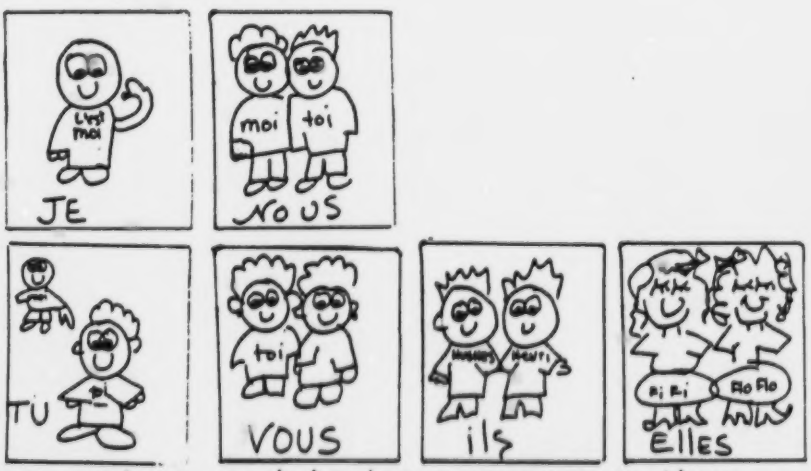
Procedure: Students are seated in a circle with the pumpkin in the middle. The teacher starts off by holding up the letter A and chanting "La citrouille est ADORABLE." The teacher then holds up the letter B and repeats "La citrouille est ADORABLE, BETE et ..." The next student must repeat the previous adjectives and add a C adjective. As the alphabet progresses it makes it harder to remember all the words so students begin to chant the whole list with every try.

"Est-ce que vous avez"...? (Do you have a ...?)

Materials: Lots of different small objects. Students must be familiar with the vocabulary. Each object has a flash card labelling it.

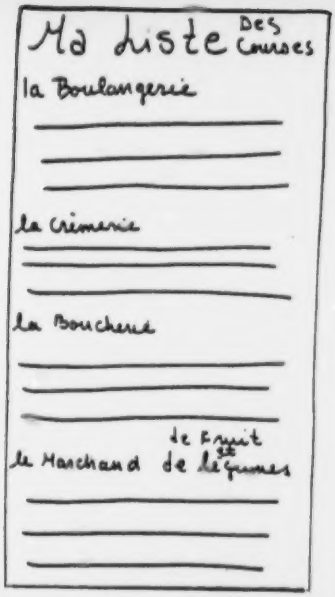
Procedure: Tell students that they will be given two items, a card and an object. The object of the game is to get the object which matches their card, but they musn't show their card to anyone. Give each student the two items making sure that for each student the card DOES NOT describe the object. Students then ask each other for what is printed on their card. When each student has their object, collect the cards, have students exchange objects and distribute the cards again, making sure that the cards and objects don't match.

Pronoun People



Materials: A set of large posters, each having a pronoun on them.

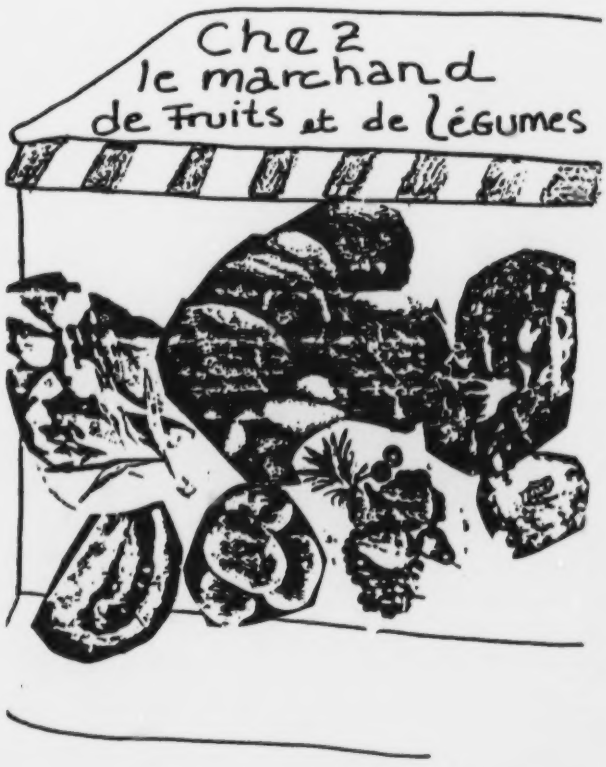
Procedure: Divide the class into two teams. A member of each team goes to the blackboard. The teacher calls out a verb but then holds up a pronoun poster (example: "parler" with the "vous" poster). The first student who writes "vous parlez" gets a point for the team.



Au Marche

Materials: A list for each student with the names of various shops in French. A set of posters illustrating the different shops in France. These can be easily made by cutting out magazine pictures of the products found in each of the shops and then pasting them on poster board.

Procedure: Teacher distributes a shopping list to each student and then holds up the poster of the shop. Students must write down on the list three things that they see in the picture. Students can read whatever it is they have on their lists to the rest of the class. This goes on until all the shops have been covered. These posters can also be used as stores where one student holds a card and acts as "le vendeur" while the other student, with his or her list, acts as "le client".

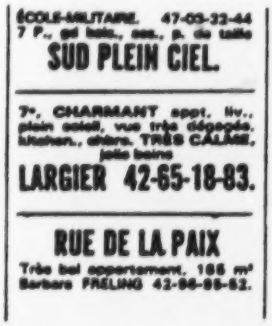


Mary Vesprini, Wilmington

GOING ON A VACATION IN FRANCE

Take a "fantasy vacation" to France with your students. Begin with the plane trip to Paris (see Languages and Children by Curtain and Pesola for a detailed description of fantasy experiences). Once in Paris the class will find a place to live, explore the subway system, watch television, visit the Eiffel Tower and museums, and eat in restaurants. Groups of children will then plan trips to various parts of France.

Choosing a place to live: the teacher obtains a section of the newspaper where advertisements for living arrangements can be found. The children must be guided to understand the abbreviations (3P = 3 rooms, sympa. = nice, F. = francs, etc.). They must choose which arrangement they would prefer and use the information in the advertisement to explain why. Then they pretend that they are going to call the person in the ad and write a list of the questions they would ask.

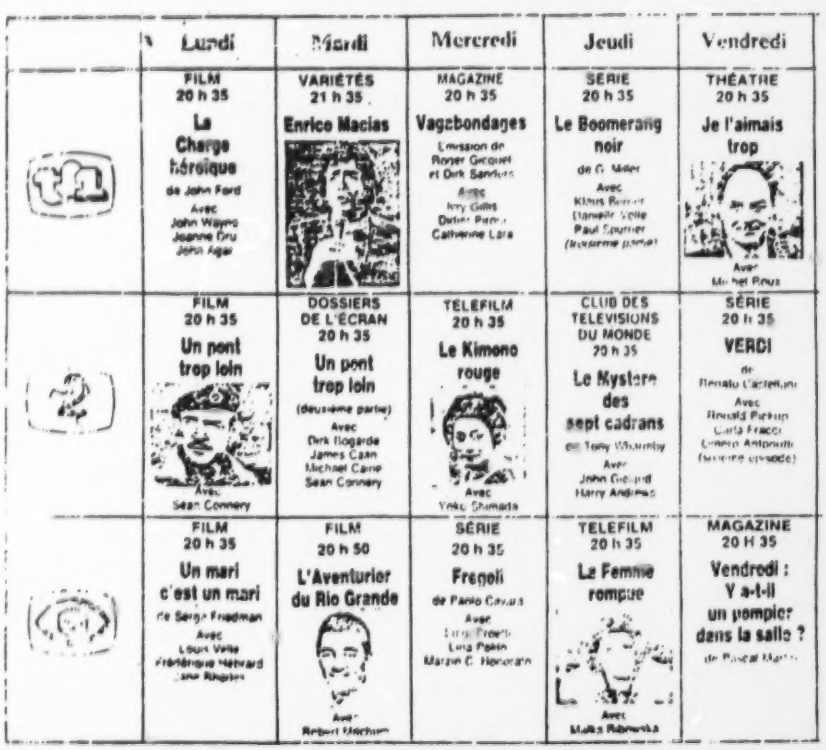

ÉCOLE MILITAIRE. 47-05-32-44
7 P., gd balc., ens., p. de taille
SUD PLEIN CIEL.

7e, CHARMANT appt. liv., plein soleil, vue très dégagée. kitchen., chbre. TRÈS CALME. jolie loire
LARGIER 42-65-18-83.

RUE DE LA PAIX
Très bel appartement, 186 m²
Barbara PRÉLING 42-66-66-62.

The children learn the names of metro stops in Paris and a site that can be found at each stop. For example, Place de le Concorde, Louvre, Champs Elysees, etc. The children draw a large mural, labeling the stops and drawing the sites. Post the mural and set chairs in front of each stop. Play musical chairs; when the music stops, the teacher calls out the name of the stop and the childrem must scramble to that chair. Another game is to have all the children on one team begin at the first metro stop; they must correctly answer a question about the country in order to advance to the next stop. The first team to arrive at a particular destination or at the end of the metro line wins.

A page of television programs from a French television guide offers the children an occasion to discover which American television shows are viewed in France. Even if they do not recognize the titles, they can choose the programs that they would like to watch. The titles that are unfamiliar are a wonderful source of story writing, using the titles to speculate the plot.



	Lundi	Mardi	Mercredi	Jeudi	Vendredi
	FILM 20 h 35 **La Charge héroïque** de John Ford Avec John Wayne Joanne Dru John Agar	VARIÉTÉS 21 h 35 **Enrico Macias**	MAGAZINE 20 h 35 **Vagabondages** Emission de Roger Grenier et Dirk Sanders Avec Inny Gilis Didier Pierre Catherine Lara	SÉRIE 20 h 35 **Le Boomerang noir** de G. Mider Avec Klaus Barbie Danielle Volle Paul Spurrier (troisième partie)	THÉATRE 20 h 35 **Je l'aimais trop** Avec Michel Roux
	FILM 20 h 35 **Un pont trop loin** Avec Sean Connery	DOSSIERS DE L'ÉCRAN 20 h 35 **Un pont trop loin** (deuxième partie) Avec Dirk Bogarde James Caan Michael Caine Sean Connery	TÉLÉFILM 20 h 35 **Le Kimono rouge** Avec Yoko Shimada	CLUB DES TÉLÉVISIONS DU MONDE 20 h 35 **Le Mystère des sept cadrans** de Tony Wharmby Avec John Gielgud Harry Andrews	SÉRIE 20 h 35 **VERDI** de Renato Castellani Avec Ronald Pickup Carla Fracci Lorenzo Antonutti (dernier épisode)
	FILM 20 h 35 **Un mari c'est un mari** de Serge Friedman Avec Louis Velle Frédérique Hebrard Jane Rhodes	FILM 20 h 50 **L'Aventurier du Rio Grande** Avec Robert Mitchum	SÉRIE 20 h 35 **Frenoli** de Paolo Cavara Avec Luigi Proietti Lina Polito Marzio G. Honorato	TÉLÉFILM 20 h 35 **La Femme rompue** Avec Micha Rabowska	MAGAZINE 20 H 35 **Vendredi : Y a-t-il un pompier dans la salle ?** de Pascal Mallet

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Since the desirability of the Eiffel tower is often debated, create two panels of children as architects. One panel is pro Eiffel tower, the other con. One panel must come up with five reasons why the Eiffel tower is an attraction and the other panel five reasons why it should be destroyed. Then a separate panel decides which side made the better argument. If the pro panel wins, they can build the Eiffel tower with lego blocks. If the con panel wins they can destroy an already-built lego Eiffel tower.

Using prints of paintings by Van Gogh, Monet, or Renoir, brainstorm descriptive words (adjectives), people and places and things in the paintings (nouns), and movement words (verbs). Write a Haiku poem using these words.

Have children choose instruments that seem to exemplify to them the "sound" of a particular painting - wood blocks for the tic-toc of a clock or the tinkle of high notes of a triangle or piano for the morning sun, etc. Compose a score and write it down. Do this for several of the paintings, assigning each painting to a different group of children. Then have the rest of the class look at the paintings and listen to the music and try to identify to which painting the music belongs.

The children can read menus from a French restaurant and compute the cost of their meals (in francs and dollars). The short conversation "Au restaurant" lends itself to dramatization, as the client tells the waiter his preferences and then protests the price of the meal. The whole interaction rhymes.

Garçon: Voici la table, voici la nappe,
Ecoutez! La porte! Quelqu'un frappe!
Entrez, monsieur...
Convive: Merci beaucoup.
Garçon: Voici une chaise, asseyez-vous.
Convive: Que j'ai faim! Le menu... vite!
Garçon: A votre service, tout de suite.
Convive: Un petit pain, un verre du lait,
Une omelette, s'il vous plaît.
Garçon: Voici du beurre, et un couteau,
Une fourchette, un verre d'eau...
Convive: J'ai faim! J'ai faim! Dépêchez-vous!
Garçon: Voici le dîner... Servez-vous.
Convive: Oh! Que c'est bon... Ce bon lait froid.
Est délicieux... Ces petits pois!
Faites l'addition, s'il vous plaît...
Combien est'ce? Je vous paie.
Garçon: Mille francs...
Convive: Mille francs? Mon Dieu!
C'est beaucoup trop!
Je ne le paie pas... C'est idiot!
Garçon: Mais c'est la somme. Service compris...
Convive: Voici mille francs.
Garçon: Je vous remercie.

Obtain a tactile physical relief map of France. Let the children feel the mountains and the valleys and get a general idea of where they are.

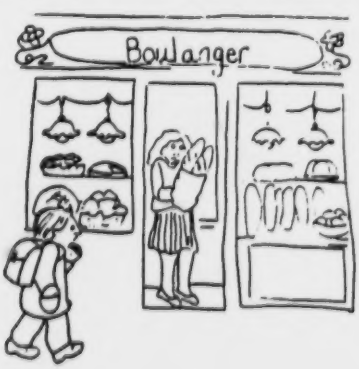
Using what they have learned about the geography of France, plus a weather map, have groups of children decide where they want to go for the rest of their "vacation."

Trace the route from Paris to the vacation spot chosen by each group of children, using toy automobiles on a map of France.

Draw the route taken by this year's Tour de France on the map. See whether it passes through the vacation spots chosen by any of the students. Try to find out how long it is in kilometres and how much of it is run in mountainous areas.

Have the children make drawings of the places they have chosen for their vacations (photos would have to be provided). Label the pictures on the back. Make a bulletin board where children join by a string the drawing with its location on a map of France. Answers can be checked by looking on the back of the drawings.

Set up streets from the French towns and cities where the students are "vacationing," using boxes as storefronts: the patisserie, boulangerie, chocolaterie, etc. The children can be responsible for bringing in food goods. Children from other French classes can come in and buy food with fabricated francs.



Linda Singer, Holliston

RAPPING IN FRENCH

S1. Bonjour mes amis. Bienvenue à la classe trois cent six.

All. Nous sommes les NERDS, de trois cent six,
Nous ne savons pas, compter à dix.
Deux, vingt, huit, sept.

S2. Non, non, non, ça c'est vraiment bête.

S3. Je m'appelle (student's name). Je suis un bon garçon.
Je fais tous mes devoirs, en regardant le plafond.

S4. Mon nom est (student's name), et je suis une bonne fille.
Je ne peux pas regarder, sans bouger les cils.

S5. Je m'appelle (student's name). Je suis un bon élève.
J'ai mes livres dans la main, quand je me lève.

S6. Mon nom est (student's name), et je porte un chapeau.
J'aime bien écrire, sur le tableau.

S7. (student's name) est mon nom, et je mets les lumières,
C'est pourquoi je m'assois, en arrière.

Girls. Nou sommes les filles, de trois cent six,
Et nous savons danser, très très chic!

GIRLS DO DANCE - TWO MEASURES

Boys. Nous sommes les garçons, les plus chics de l'école.
Nous pouvons danser le rap, ou le rock n roll.

BOYS DO DANCE - TWO MEASURES.

S8. Notre professeur, est monsieur (teacher's name).
Il donne beaucoup de devoirs, mais c'est la vie.

S9. Des tas de papier, sur le plancher,
Le drapeau américain, sur le cabinet.

S10. Le taille crayon, ne marche pas très bien.
S11. Qu'est'ce qui se passe? S10. Il est plein!

S12. L'école pour moi, est la meilleure.
J'adore les élèves, et les professeurs.

S13. Voilà la carte, des Etats Unis!
La ville de Boston, est juste ici!

S14. Jouer de la guitare, chanter aux étudiants,
Comme ça je suis le centre d'attention.

S15. Les garçons, de trois cent six,
Chantent des choses, vraiment chics.

BOYS. Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous?
Sonnez les matines, sonnez les matines (etc. -
sung to rap beat).

ETC.

I start out a rap by passing out a double-spaced script to all students. Students are assigned specific parts of the rap on this hand-out. I explain that each student will perform his or her rap on tape, but that everyone is responsible for all the vocabulary in the whole piece.

Meanwhile at home I prepare a master audiotape of the rap. This tape includes (always to rap beat) a version of the rap in which each line is sung with sufficient time for it to be repeated afterwards. I do three of these from slow to faster tempos. I then record the rap sung right through with no pauses at various tempos. Finally, I rerecord the rap at the tempo and with the pauses that the video will be done with. All these recordings fit onto a 60 minute tape. I then have students bring in cassette tapes or I supply them with one so that students can begin practising at home. The first recording (at a slow tempo and with pauses after each line) is the one I work with most in class. I identify and correct specific pronunciation problems of students and assign written lines to those who need it. I also make sure to assign the hardest lines to my best students.

The audio portion of the rap video was produced first. My class spent one month getting accustomed to singing French with a rap beat and attempting to perfect their pronunciation. I brought in a 4-track cassette recorder with the beat recorded on the first track. The teacher has to record students until a satisfactory take is achieved. It should be noted that this is a student production, and it will seldom be perfect. I recorded the students' voices on the second track, then proceeded to record bass, keyboard and guitar to accompany the voice.

Students were told to simply act out what they were saying in front of the camera. The students lip-synched with a recording of the previously done sound track. Lip-synching in this fashion allows for a smooth sound track underneath the video.

While the class that produces the video studies all the vocabulary in depth, it is beneficial to use the same tape for teaching other classes. Students can easily relate to other sudents who perform on the video.

John Boulet, Boston

LA MAISON

- Explanation of unit in French and English to the class. Students are to construct rooms of a house with the furniture of each room labeled. Students are to work in groups of two.

- Visuals of the room are presented with specific vocabulary underlined:

  la cuisine, la salle à manger, la chambre à coucher, la salle de bains, le salon, la salle de séjour, le garage, le jardin.

- Materials selected from Elle, Redoute and Suisses catalogues. Oral presentation with "Qu'est-ce que c'est? C'est la cuisine..." etc.

- Preparation of a list of activities - present, past, and future tenses relating to aujourd'hui, hier, demain:

  regarder, écouter, dîner, manger, prendre le petit déjeuner, déjeuner, inviter des amis, jouer, tondre le gazon, faire du vélo, skier, mettre le couvert, arroser le jardin, se raser, s'habiller, se coucher, se laver, se lever, se maquiller, se regarder, se relaxer, se réveiller, dormir.

- Presentation of location of each piece of furniture using prepositions:

  à côté de, sous, sur, au dessus de, au dessous de, près de, loin de, à gauche, à droite, derrière, devant.

- Oral presentations of activities in each room in first person, with or without a special doll or photo of an individual for the third person.

- TPR activities to demonstrate the contrast between reflexive and non-reflexive verbs; regardez and regardez-vous.

- TPR activities with prepositions.

- Games: jeu de cartes, autour du monde, quatre coins, Jacques a dit.

- Written compositions with descriptions of activities in a particular room for yesterday, today and tomorrow.

Carole Naumes, Fay School, Southborough

PRÉPARATION POUR UN VOYAGE AU CANADA

Clothing charts: Role play customer and sales clerk. Buy several items. You only have American money. The Canadian dollar = $ .80 American. How will you know the exact amount to pay? The discount on U.S. dollars may be 10%, 15% or 20%. That means that you could receive up to 20 cents back for every American dollar you spend. The highest rate is the best, but not all businesses will give that amount. You may receive 10 cents or 15 cents back for every American dollar you spend. If a chemise costs $20.00 (Canadian) and you pay $20.00 (American), how much do you really pay?

example: (10% discount rate)

$ _____ (Can) — x .10 — z

$ _____ (U.S.) — - z — Amount to be paid

Combien coûte le pantalon? $ 35.00 (Can)
Quelle est l'échange? 15 percent (%)

$ 35.00 × .15 = $ 17500 / 3500 / 5.2500

$ 35.00 (Can) − 5.25 (échange) = $ 29.75 You pay

Problèmes:

Combien coûte le short? $ 15.00 (Can)
Quelle est l'échange? 10%
Qu'est-ce que tu paies en dollars américains? _____ (U.S.)

Combien coûte le pullover? $ 25.95 (Can)
Quelle est l'échange? 15%
Qu'est-ce que tu paies en dollars américains? _____ (U.S.)

Combien coûte la chemise? $ 20.00 (Can)
Quelle est l'échange? 20%
Qu'est-ce que tu paies en dollars américains? _____ (U.S.)

Carte du Vieux Montreal:

Circle the places that will be visited on a map of Old Montreal. Students use tour information to research the significance of each place: Champ de Mars, Hotel de Ville, Place Jacques Cartier, Rue des Artistes, Basilique Notre Dame.

Role play - ask directions to specific places. Ou est la Basilique de Notre Dame? Give directions en francais.

Back to back - give directions to a partner. See if you land at the same spot.

Carte de la Ville souterraine (underground city):

Using a map of the Montreal subway system, students learn the names of metro stations and identify tourist attractions at each stop.

Sherbrooke - carré Saint Louis (parc)
- Avenue de Piétons - Prince Arthur - restaurants grecs, italiens, chinois, cafés, disco, artistes sur la rue, boutiques

Saint Laurent - Quartier français

Saint Denis - magasins - bons prix, bon marché - cafés, boutiques, petits théâtres, musique

Champ de Mars - Vieux Montréal
- Basilique Notre Dame

Place des Arts - Quartier Chinois

Mc Gill - Université connue pour la recherche scientifique, médecine
- crescent street cafés, restaurants, boutiques (cher), très anglais
- musée des Beaux Arts

Carte d'Outaouais et de Hull:
- locate important places.
- assemble the photos.
- identify the location.

Students will receive a brief historical background of Ottawa and Hull.

Musique: Ecoutez la musique québecoise. Apprenez à danser la danse des canards.

Gouter: Préparez un dessert québecois.
Prenez: une tranche de pain
de la crème
du sirop d'érable

Students will actively participate to learn "Joie de Vivre".

Conseils: Comment faire la valise.
- Au fond - les articles lourds, commes les jeans, les tricots, la robe de chambre.
- Sacs de plastique - mettez les chaussettes, les collants, les sous-vêtements, les chaussures.
- Roulez - les ceintures, les cravates, les foulards.
- Sacs de plastique "extra" pour le maillot de bain, choses mouillées.
- un fourre-tout pour souvenirs.
- N'oubliez pas votre CERTIFICAT de NAISSANCE.

Denise Minnard-Mahoney, Amesbury

LA COMIDA

Have students categorize fruits and vegetables by their color.

Verdes	Amarillos	Rojos	Anaranjados
la lechuga	el maíz	el tomate	la zanahoria
el pepino	la pera	la manzana	la naranja
las espinacas	el limón	la fresa	
	la piña	la cereza	

Provide real foods, plastic foods, or pictures. Have students listen to and execute commands such as the following:

- Eat a red fruit.
- Touch a yellow fruit.
- Touch all green vegetables.
- Peel all brown fruits.
- Wash all fruits that are green.
- Peel a yellow fruit.
- Cut two fruits that are red.
- Eat a pink fruit.
- Cut the steak.
- Point at the hot dog.
- Eat the cookies.
- Peel a yellow fruit.
- Cut the potato.
- Wash the grapes.
- Point at the yellow fruits.

En la cocina: Students will list the ingredients needed to make a meal.

Una ensalada de tomates

_____
_____
_____
_____

Una tortilla de patatas

_____
_____
_____
_____

Un bocadillo de queso y jamón

_____
_____
_____
_____

El camarero nuevo:

Have students pretend that they work in a Spanish restaurant but this is their first job. Each time they wait on someone they bring an unnecessary item. Have them identify the unnecessary item.

La Sra. de Fiestas quiere café.	una taza un tenedor una cucharita
El Sr. Gómez quiere un bistéc.	un plato un tenedor una cuchara
La Srta. Sánchez quiere sopa.	un plato un cuchillo una cuchara
La Srta. Montero quiere ensalada.	un plato un tenedor un vaso
El Sr. Blanco quiere vino.	una cucharita un vaso una servilleta
La Sra. Núñez quiere helado.	un cuchillo un tenedor una cuchara

Una receta del caribe: Refresco de plátanos.

Los ingredientes:

3 plátanos
1 taza de leche
1/4 taza de azúcar
1/4 taza de jugo de limón
1/2 cucharadita de vainilla
8 cubitos de hielo

La preparación:

1. Pela los plátanos y córtalos en cubitos.
2. Pon los plátanos, la leche, el azúcar, el jugo de limón y la vainilla en la licuadora. Mézclalos.
3. Añade los cubos de hielo y mézclalos con los otros ingredientes.
4. Vierte la mezcla en cuatro vasos.
5. Sírveles el refresco a tus amigos.

Margareth Jean, Boston

ACTIVITIES FOR PRACTICING PARTS OF THE BODY

Give each child a piece of paper with the name of a part of the face on it. A large class can be divided into two teams for this activity. Have each child draw his or her part of the face on the blackboard or on a large posterboard. This activity causes much excitement, criticism ("your eyes are too small"), pride, and amusement with the final product. Inevitably, the artists request that their drawing remain on the board for the next class. Our face always has a name!

"Mr. Pop" is a commercially produced game for 3 - 6 year olds which can be used successfully as a pair activity. One child chooses one of several pictures of faces. The timer is set and the race begins. The child with the picture calls out the name of a body part and the other child selects the part and endeavors to create a duplicate image of the card. Better hurry! The timer runs out in sixty seconds - and all of the pieces pop out!

Although the "Hokey Pokey" song has no cultural significance in French and Spanish-speaking countries, children enjoy the actions and want to go through them again and again. This is a group activity which involves movement, communication, and almost always a smile:

Pon la mano aquí, pon la mano acá,
Pon la mano aquí, y muévela,
Haz el "joqui poqui" y da vueltas,
Eso es lo que es.

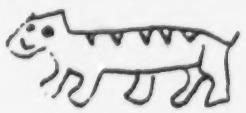
"Twister" is a commercial game involving colors, direction and body parts. It involves a maximum of five students at a time, with one student being the caller. Remind the girls on the the previous day to wear slacks, and try to keep the groups according to sex. Communication skills increase because they must use direction, object and color.

Read "Little Red Riding Hood" in the target language to reinforce previous vocabulary and introduce new. Students' familiarity with the story enables them to understand it and thus increases their confidence in their ability to comprehend the foreign language.

Problem-solving exercises involving body parts of animals can be done in small groups. For example:

Farmer McDonald raises ducks and cows. The animals have a total of nine heads and twenty feet. How many ducks and how many cows does Mr. McDonald have?

One nook has five legs. How many legs do three nooks have? (Other problems use other parts of other imaginary animals; students write their own problems.)



Ann Welch, Amesbury

JUEGO DE LAS BANDERAS

Materials:
Set of description cards with flags and facts.
A kit of shapes in assorted colors that can be selected and placed to compose a flag.
Game sheet on which to place flag pieces.

To play:
One player selects a game card at random and does not reveal it. This player must describe to partner the shapes, colors and sizes of pieces that must be chosen to compose the flag of his/her card. Then instructions for correct placement on the game board must be given. When the flag is composed, clues will be given to help identify the country of the flag.

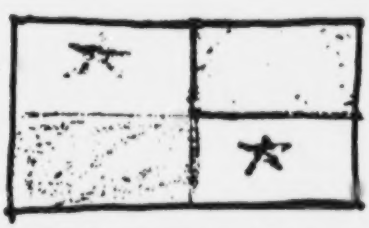
Vocabulario útil: These may be reviewed by teacher prior to the game.

un cuadrado	azul, blanco, rojo, verde, amarillo
una raya	horizontal, vertical
una estrella	
un escudo	
izquierda/derecha	
arriba/abajo	

Examples:

MÉXICO
Cortés conquistó este país.
Los aztecas vivieron allí.
Su capital es México, D.F.

PANAMÁ
Es un país vecino de Colombia.
Un canal importante cruza el país.
Su capital es la Ciudad de Panamá.



Stephanie Cuddeback-Salim, Somerville

VIAJE EN EL BARCO DE AMOR

Setting the Scene:

Tres familias están en el barco de amor - la familia de María y Juan, la familia de Ana y José, y la familia de Rosa y Guillermo. (At the board write names of the three couples.) María, Ana, y Rosa son hermanas. Hay seis personas en cada familia.

Un día hay una tempestad grande. Todas las personas en el barco de amor se caen. Se desmayan y pierden la memoria. Cuando se despiertan, recuerdan solamente el nombre y una cosa más sobre sus familias. Con esta información, van a buscar a los otros de la familia.

Materials: 18 identification cards.

Me llamo Marta. José y Juan son mis tíos.	Me llamo Miguel. Carlos es mi hermano.
Me llamo Jorge. Soy el hermano de Marta.	Me llamo Lucía. María y Rosa son mis tías.
Me llamo Juanita. Guillermo es mi padre.	Me llamo Pablo. Miguel y Jorge son mis primos.
Me llamo Julia. Soy la hija de Rosa.	Me llamo Susana. Soy la hermana de Pedro.
Me llamo Marcos. Soy el primo de Pedro y Jorge.	Me llamo Nita. Lucía y Marta son mis primas.
Me llamo María. Soy la esposa de Juan.	Me llamo Pablo. Ana y José, Rosa y Guillermo son mis tíos.
Me llamo Rosa. Soy la esposa de Guillermo.	Me llamo José. Soy el esposo de Ana.
Me llamo Juan. Soy el esposo de María.	Me llamo Guillermo. Soy el esposo de Rosa.
Me llamo Ana. Soy la esposa de José.	Me llamo Carlos. José es mi padre.

To play:

Hand out the 18 identification cards, which are to remain face down. (Be sure to hand out female cards to the girls and male cards to the boys!)

Select a student to start the play. He/she turns up his/her identification card and reads it aloud. It may read, for example, "Me llamo Pablo. Soy el hermano de Lucia." Student one then walks over to another student, who then turns up his/her card and student one asks student two a question using the information on his/her playing card.
For example, he may ask, " Te llamas Lucia?" If she responds, "Si", he shouts out, " Mi hermana!" Both students remain together and play continues with player two then reading his/her card. If player two responds "No", the first student takes his/her seat and the second student reads his/her identification card and goes in search of his/her family. The play continues in this manner until parents and children of each family have been reunited.

When parents are reunited, they are to go to the front of the room and stand beside their names at the board. As each child is reunited with parents, he/she will write his name under his parent's names, and will stand at the front with them.

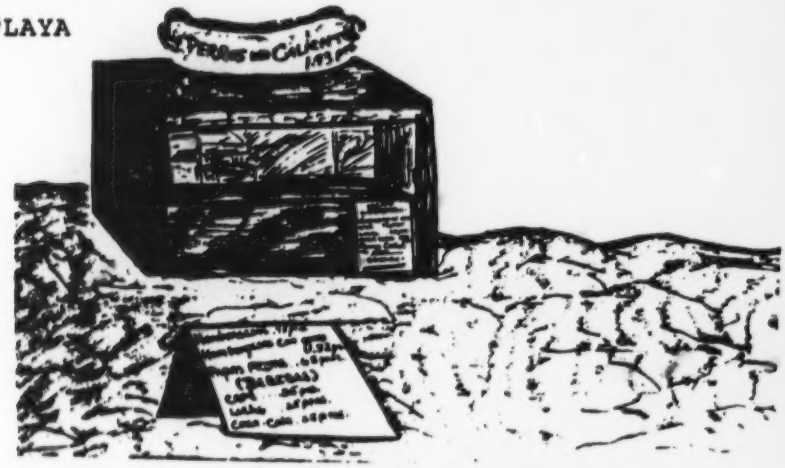
The first family to be reunited wins first prize. The second family wins second prize and the third family wins the booby prize.

Solution:

María y Juan	Ana y José	Rosa y Guillermo
Susana	Lucía	Jorge
Nita	Marcos	Julia
Pedro	Carlos	Marta
Pablo	Miguel	Juanita

Barbara Parrella, Somerville

LA PLAYA



Four beach scenes provide the background for Total Physical Response exercises and oral practice on topics such as seasons, the weather, sports, clothing, and food. The scenes are painted on light-weight foamboard (these are approximately 3 x 4 feet) and covered with clear contact paper. Figures drawn and colored by students are cut out, laminated, and attached to the board with velcro, double-sided tape, or rubber cement. Students manipulate the figures as they create true and false statements about the scenes, ask and answer questions, or narrate a story.

This is a teaching aid which is as useful as a "Magnetic Way" board, but more versatile, since it can be created around any topic the teacher desires. Students love manipulating figures which they have helped create.

Lee Conti, Avon

BEST COPY AVAILABLE

CORTÉS, MALINCHE Y LA CONQUISTA DE MÉXICO

(A play written by students and teacher and videotaped)

En el año 1519, Hernán de Cortés llegó al Yucatán con su expedición. Este pequeño escenario describe lo que pasó.

CORTÉS: (falling to his knees in prayerful pose) Gracias a Dios. Hemos llegado.

HOMBRE #1: Por favor, señor capitán, nosostros tenemos miedo. ¿Dónde estamos? ¿Qué tierra es ésta?

CORTÉS: ¡Silencio, esta tierra es magnífica!

TODOS LOS HOMBRES: ¿Podemos regresar ahora? Parece un lugar terrible.

CORTÉS: Vamos a quemar los barcos. ¡Sean fuertes! ¡No vamos a tener miedo!

TODOS LOS HOMBRES: No, no,... ¡no es buena idea!

LOS INDIOS: (speaking their dialect...)

The Indians surround the crew, pointing to the Spaniards, asking each other what they are seeing.

EL JEFE DELATRIBU: (speaking authoritatively, points to Cortés)

CORTÉS: Hola. ¡Estamos aquí en el nombre de Dios y del Rey de España!

PRISIONERO: O, señor capitán... ¡por favor, ayúdeme!

EL JEFE: (strikes prisoner)

CORTÉS: ¿Por qué ha hecho usted eso?

EL JEFE: (responds but is not understood)

MALINCHE: Señor capitán, el hombre es nuestro prisionero.

CORTÉS: Pero, usted habla bien el español. ¿Cómo es eso?

MALINCHE: Mi madre me ha vendido al jefe de esta tribu. Yo he aprendido su idioma y el idioma de este prisionero.

HOMBRE #2: Ella puede ser intérprete.

HOMBRE #3: Ella sabe mucho, los dos idiomas.

TODOS LOS HOMBRES: Bueno, bueno!

LOS INDIOS: (imitating with a puzzled look) ¿Bueno?

INDIA #1: Esta leyenda nos indica que los aztecas ayudaron a Cortés.

INDIA #2: Malinche era la primera india que aprendió el idioma de los Conquistadores.

INDIA #3: La historia de la Conquista es muy importante. Esta epoca marca la influencia de los españoles en este hemisferio.

INDIA #4: El nuevo mundo tiene mucho de los dos grupos, los aztecas y los españoles.

INDIA #5: Debemos mucho a estas personas. La historia de la Conquista no era solamente de una lucha sino también de una mezcla de indios y de europeos.

Patricia Godfrey, Winthrop

GETTING TO KNOW LATIN AMERICA

Draw a Latinamerican country. Cut it out and write the name of the country in the middle of the cut-out. Then cut the country in half. Give one half to another student. The students try to make a new country with the two halves. What's the name of the new country? The teacher writes the names of the new countries on the board. More advanced students can write or tell something about the new country.

Students visit a market which has a lot of Latin products. In the market they look for and make lists of products from different Latin countries. They must also write the price of each product on the list. If possible, have each student buy one product and set up a little store in class. When they return to class, have students compare products and prices in groups of two or more.

A visit from a Spanish-speaking family. The students prepare a list of questions for the family, and each student will have a chance to ask a question.

Students will make flags of Spanish American countries. Each student chooses a country. The class goes to the library and the students look in the encyclopedia for flags of the world, their colors and emblems. In class they make the flags.

A fashion show. Each student chooses a Latinamerican country. They are going to represent their country. The student chooses the clothing that s/he prefers. They describe the clothing that they will wear. After some practice, a video can be made of the show. Example: Yo soy Marinela. Soy del Perú. Llevo una falda negra con una blusa amarilla y una bufanda multicolor alrededor de mi cintura. Llevo también un sombrero negro en la cabeza.
If necessary, the teacher can write the vocabulary on the blackboard or on a posterboard.

Word game "Lo Tengo." Each day the teacher writes 12 words on the board which have to do with the unit. The students choose 6 of the words and write them on piece of paper. The teacher calls off the words on the list, in random order, and the students mark the words on their papers. The first student to mark all the words calls out "Lo tengo," and wins.

The teacher gives each student the name of a Latinamerican country and a command to carry out. Students follow the teacher's directions. Example: Argentina, abre la puerta.
Uruguay, escribe en la pizarra.
Chile, toca la pared, etc.
Meanwhile, the teacher removes one chair so there is one chair less than the number of students. When the teacher says, "Todos los paises, sientense en las sillas," the students look for a chair. The student who is left without a chair stays out of the game, which continues until all are out except one winner.

Restaurant fantasy. The teacher prepares the classroom to look like a restaurant - tables with chairs, plates, glasses, etc.

1. Background music - Hispanic music.
2. The students sit in groups in the restaurant.
3. There are two or three waiters or waitresses who bring the menus and wait on the others.
4. Students choose their meals and ask for what they want.
5. The waiters first bring drinks.
6. The meals take a while to prepare and the students begin to get impatient.
7. The waiters bring the meals. There is one which is cold and has to be returned to the kitchen.
8. Students pretend to eat with much satisfaction.
9. Students ask for the bill.
10. The waiter brings the bill.
11. Students decide how much they have to pay.
12. Students pay the bill.

The teacher can take the class to a performance of Latinamerican folk dancing, such as those given by the Ballet Folklorico de Mexico. This is an opportunity to get to know the songs and dances of some Latinamerican countries better.

Make a collection of objects from Latinamerican countries. Each student who can tries to bring one object from home. When something is brought from home, the student will have to describe it to the rest. The other students can add to the description.

Example: ¿Qué es?
¿De qué país viene?
¿De qué está hecho?
¿De qué color es?
¿Para qué sirve?

The second part of the activity depends on the description of the object. Students try to guess what it is and who brought it.

Students sit around a large floor map of South America and each student follows the teacher's directions:

Siéntate en Brasil.
Canta en Chile.
Corre en Colombia.
Señala la capital de Ecuador.
Da una vuelta en Perú.
Camina en Argentina.
Salta en Venezuela.
Toca Uruguay con la cabeza.
Pon los dos pies en Bolivia.

After some practice, students can take the teacher's part and create commands for their friends.

At the end of this project, students can prepare a short report about a Latinamerican country. Students choose the country they are interested in.

Quilda Macedo, Cambridge

TEACHING THE PARTS OF THE BODY

Wordsearches:

Design a blank wordsearch. Tell students to write the body vocabular on the bottom of the page, and then to insert the vocabulary in the blank wordsearch, filling in the empty spaces with other letters, thus creating their own wordsearch which they exchange with another student.

Cutting up:

Give each student a pair of scissors and a picture of a body. Tell them to cut off a leg, arm etc. and give it to the teacher. They will be amused at destroying the body.

An operation:

Give students a picture of a body which they paste onto construction paper. Then they cut the body up through the chest and paste in and label all the insides of a human being - heart, lungs etc.

The clothespin game:

Make a circle out of poster board and paste pictures of parts of the body around it. Write the names of the same body parts on clip clothespins. Break the class up into two teams. One person from each team choses a clothespin and attaches it to the correct part of the body on the circle. This game can be made self-checking for individual or small group use by writing corresponding numbers on the back of the circle and the backs of the clothespins.

Survey:

Children take a survey of how many people in the class have big feet, small hands, etc. Results can be graphed and used for question and answer practice.

Musical chairs:

Some of the students circle a set of chairs while music plays. When the music stops they have to sit in a chair holding a part of the body frozen in a statue position. The other students guess what part of the body they are holding.

Rosaria DiFinizio, Medford

METRIC SYSTEM

Distribute meter sticks and have students work in twos to measure:
- the dimensions of: your desk, the teacher's desk, this classroom, your French book, the chalkboard;
- the length of: your pen or pencil, your shoe, your arm;
- the distance to: the water fountain, the principal's office.

Discuss results. Practice converting from one unit to another. If measured in centimeters, ask how many millimeters, meters.

Give the following equivalents:
1 meter = 39+ inches
1 inch = 2.54 centimeters
1 foot = 30+ centimeters

To approximate height given in centimeters, quickly divide by 30 or remember that 152 cm = 5' and 183 cm = 6'.

How tall (in feet and inches) are the following people?
150 cm, 190 cm, 185 cm, 155 cm, 180 cm, 165 cm.

Attach height measuring chart to wall. Students help each other determine their height and write it in the appropriate place on the chart. Discuss how tall various students are in meters and centimeters. Are you taller than X? Are you shorter than Y? etc.

Discuss kilometers:
1 mile x 1.6 = 1 kilometer
1 kilometer x .62 = 1 mile

Use wall maps to point out kilometer scale. Measure distances between cities: Paris-Lyon, Marseille-Toulouse, etc.

Ask which is larger, a liter or a quart? Decide by having a student fill four measuring cups and pour them into a liter cylinder. Students will notice that the results are close enough to equate the two for purposes of estimating.

Present weight measure using the gram:
1000g = 1 kilogram
1 kilogram = 2.2 lb.

Divide class into groups to weigh classroom items and food items. Ask questions while circulating around the room and again when class is reassembled. Stress the structure un kilo de bananas.

Set up classroom as a market. Display and label products, marking the price per kilo or liter. Divide class into small groups. Give each a shopping task (recipe card or shopping list) and a certain amount of money. Students decide which items to buy in what quantity, and determine how much change remains.

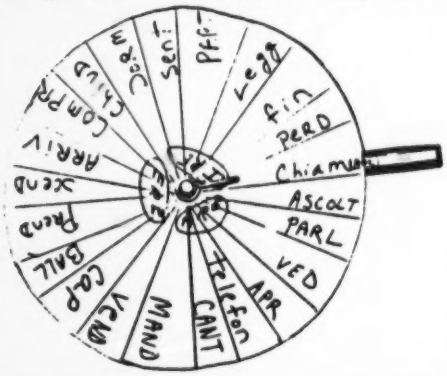
Maureen Shea-Siefert, Melrose

GAMES

Yesterday, Today, Tomorrow: This game will allow students to feel physically the present, past and future. Make a floor chart with three equal sized sections labeled "yesterday" "today" and "tomorrow" in the target language. Students choose an infinitive from a box. They stand on "today" and say the present tense form of the verb. They step backward onto "yesterday" and say the past tense of the verb. They step forward onto "tomorrow" and say the future tense of the verb.

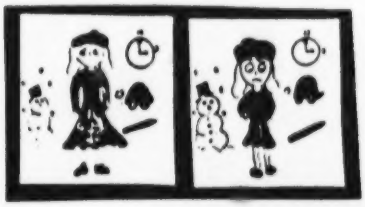
Ring toss game: A large floor chart is prepared with 4 boxes across and 6-8 boxes down; the top row of boxes is worth 40 points, the next 35, etc. Cards containing subjects, helping verbs, past participles and objects are prepared and placed in the boxes so the sentences are mixed up. Students score points by tossing rings into four boxes which make a correct sentence.

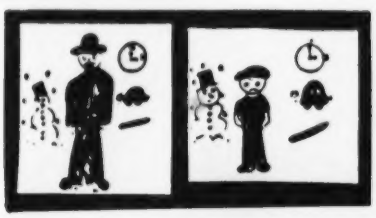
Un pueblo: On a large plastic tablecloth, draw a picture of places in a town. Students choose objects from a box and then tell the place where the object belongs and put it there.



Gira: A wheel game with stems of verbs. When the student spins the spinner in the center, it points to the stem of a verb; out of the six clothespins each student has, they put an ending on the stem they have spun to. One student has the answers on a sheet of paper and acts as judge.

Find your Family: There are four cards per family. The cards may describe the members of the family in pictures or in words. Cards are distributed to the students, and each student asks questions relative to the information available on his/her card. The first group to find the whole family wins; each family must then describe itself to the rest of the class.





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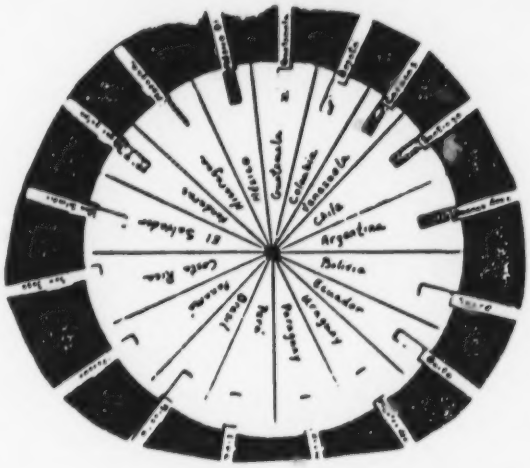
Map Toss: Student throws a bean bag on a map of central or south America, and must give information about the country on which the bean bag lands.

Self-correcting Wheels: Divide a round pizza board into equal sections. Label each section with the name of a Latin-american country. Put the names of the capitals of the country on clothes pins. Students must match country and capital. The game can be made self-correcting by writing matching letters or numbers of the back of the clothespins and the pizza board.

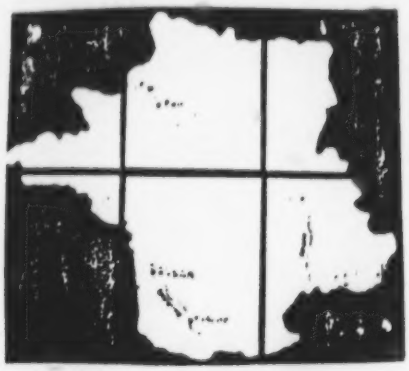


Bandera: Leader states a pronoun. Players look at a chart of verb forms and choose the correct form; they place their colored marker on the correct form. The fastest person to have the most correct is the winner. The colors of the French or Spanish flag are used.

Weather Charts: Students must match correct weather expression with corresponding picture.

Drivers Training Course: Make steering wheels out of paper plates, cardboard tubes. Make international road signs. Use a drivers ed manual in the foreign language.

Floor Maps: (To make, hang a large vinyl tablecloth on the wall and project a transparency of the desired map onto it. Trace the map onto the tablecloth.) Use for TPR-Twister, capital or city relays. Land an airplane in any country, student must say "I arrived in... I am in..., etc." and add information about the country.



Puzzles: Make puzzles of countries by cutting them out of styrofoam packing pieces.

Shopping Bags: Students are given a purse with play French money, and must go through a set of common articles with prices on them and decide what they want to buy with their money.

Picture Descriptions: Use two copies of the same magazine and cut out a series of related pictures (food, clothing, toys, buildings). The more similar the pictures are, the more difficult the game will be. Paste one set of pictures onto the inside of a file folder; mount the other set on oaktag, cut them apart, and put them in an envelope. Two students play the game; one looks at the pictures in the file folder and describes them to the other, without showing them. The other student must lay out his/her pictures so they match the order of the pictures in the folder.

All Project INTERACT Participants